

Training and Support Program Tool Peer Educator Version

Section A, Part 1: General Information Current Training Practices	
Instructions: Please provide the following information about the training you currently provide for your peer education staff.	
A1. How many hours of training do you currently provide to your peer educators to prepare them to deliver your curriculum?	
A2. Please describe how you train your peer educators to implement your curriculum (e.g., methods used such as videos, paired-practice, role plays, mentoring, etc.).	
A3. Would you recommend any of the materials you use to other sites?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which ones would you recommend?
A4. Please indicate what topics are covered during your trainings.	

Section A, Part 2: Current Training Practices							
Instructions: Think about the training you currently provide for your peer educators. For each of the statements listed below, rate how well your current training practices address each area. Circle one response for each statement.							
Type of Training Provided to Peer Educators	Example	How well does this happen at your agency?					List 1 –2 changes you can make to enhance your Training and Support efforts (practices) in these areas.
		Not Well		Some- what Well		Very Well	
A5. Peer educators are adequately prepared to delivery the core elements of the curriculum.	Peer educators receive structured training on the goals and objectives of the curriculum and on specific content related to the curriculum [e.g., reproductive anatomy and physiology, contraception, HIV, sexually transmitted infections (STIs), etc.].	1	2	3	4	5	
A6. Peer educators are given clear expectations about their roles.	Peer educators are provided written information about their role as peer helpers, and other program requirements (e.g., time commitment, attendance requirements, etc.)	1	2	3	4	5	

Section A, Part 2: Current Training Practices

Instructions: Think about the training you currently provide for your peer educators. For each of the statements listed below, rate how well your current training practices address each area. Circle one response for each statement.

Type of Training Provided to Peer Educators	Example	How well does this happen at your agency?					List 1 –2 changes you can make to enhance your Training and Support efforts (practices) in these areas.
		Not Well		Some-what Well		Very Well	
A7. Peer educators are trained to deal with/address sensitive and controversial issues.	Peer educators receive training on maintaining confidentiality, how to address disclosure issues, how to handle questions from youth around sensitive topics.	1	2	3	4	5	
A8. Peer educators are trained to use a variety of communication skills.	Peer educators receive training and practice in communication skills (e.g., active listening, problem solving, decision-making etc.).	1	2	3	4	5	
A9. Peer educators are trained to use a variety of facilitation skills.	Peer educators receive training and practice in using multiple teaching strategies and group facilitation skills such as leading large/small group discussions, role-plays, games, skits and other learning activities, etc.	1	2	3	4	5	
A10. Peer educators receive training in values clarification.	Peer educators receive training/given the opportunity to examine one's personal values and the ability to accept another's values without judgment.	1	2	3	4	5	

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Section B: Support							
Instructions: Think about the type of support you currently provide to your peer educators. For each statement, rate how well your current support practices address each area. Circle one response for each statement.							
Type of Supervision and Support Provided to Peer Educators	Example	Rate how well this happens at your agency.					List 1 –2 changes you can make to enhance your Training and Support in these areas.
		Not Well		Some- what Well		Very Well	
B1. Opportunities for observation and feedback.	The project coordinator regularly observes curriculum delivery performance of peer educators and provides feedback on ways to improve their delivery.	1	2	3	4	5	
B2. Opportunities to debrief with other peer educators.	There are regular group discussions with other peer educators to share experiences, learn from and support each other on implementation issues.	1	2	3	4	5	
B3. Peer education staff receive booster trainings on a regular basis (e.g., every year).	Peer educators receive updated information addressing the core elements of the curriculum, implementation, and receive up-to-date health information as it relates to the content.	1	2	3	4	5	
B4. Opportunities for peer educators to assess their individual needs regarding training and support and share these with their supervisors.	There are mechanisms for peer educators to identify specific needs relevant to facilitation skills, topics covered, population or setting, culture, age-level, etc., and identify their training and support needs.	1	2	3	4	5	
B5. Mechanisms to provide peer educators with access to up-to-date health information relevant to the core content areas of the curriculum.	Peer educators receive regular updates on health-related information or statistics relevant to the core content areas from reliable sources.	1	2	3	4	5	

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Section C: Peer Educator Characteristics							
Instructions: Think about the characteristics of your peer education staff. Below is a list of key characteristics for peer educators. For each statement listed below, rate how true these characteristics are of your peer educators. Circle one response for each statement.							
Characteristics/Skills of Peer Educators	Example	How true is this for your health educators?					List 1 –2 changes you can make to your training and support practices to make this more true for peer educators at your agency.
		Not True For Any		True For Some		True For All	
C1. Reflect gender, social and cultural background of population being served.	Peer educators are recruited/selected from population or community being served. Establish trust and rapport, and are viewed as credible among the population, community, etc. Ability to relate to population being served.	1	2	3	4	5	
C2. Strong interest and desire to help other people.	Through a structured interview process and/or referrals from others, peer educators have the following characteristics/skills: trustworthiness, concern for others, ability to listen and follow through, positive attitude, liked and respected by others.	1	2	3	4	5	
C3. Responsibility/commitment to role of peer educator and program.	Willingness to sign an agreement about role in program and length of commitment. Maintains at least a ‘C’ average in school. Responsible.	1	2	3	4	5	
C4. Personal beliefs and values are not in conflict with key messages of curriculum.	Awareness of his/her values, and the impact they may have on teaching about sexuality and sensitive topics.	1	2	3	4	5	